



January 2, 2009

ERRATA

Subject: JANUARY 14, 2009 AGENDA – NOTICE OF REVISED ITEMS

PLEASE TAKE NOTE that the Agenda for the January 14, 2009, Board Meeting, scheduled at the State Personnel Board, 801 Capitol Mall, Sacramento, California, has been modified as follows:

The following abolished classification has been amended:

<u>Title</u>	<u>Class Code</u>
Personnel Supervisor I	1304

The corrected classification to be abolished is as follows:

<u>Title</u>	<u>Class Code</u>
Personnel Services Supervisor I*	1305

*Designated with Footnote 24, which specifies that a class will be abolished when it becomes vacant.

DEPARTMENT OF PERSONNEL ADMINISTRATION**CLASSIFICATION AND COMPENSATION DIVISION**

1515 "S" STREET, NORTH BUILDING, SUITE 400
SACRAMENTO, CA 95814-7243



DATE: January 14, 2009

TO: STATE PERSONNEL BOARD

FROM: JOEY HERRERA, Staff Personnel Program Analyst
Department of Personnel Administration

REVIEWED BY: Belinda Collins, Chief
Classification and Compensation Division
Department of Personnel Administration

SUBJECT: The Department of Child Support Services requests the establishment of two new deep classes of Child Support Technician, Department of Child Support Services and Child Support Analyst, Department of Child Support Services; establishment of a new class of Senior Child Support Specialist, Department of Child Support Services; adoption of Alternate Range Criteria 451 and 452; adoption of twelve month probationary period for all three classes; and reallocation of incumbents to the appropriate class.

SUMMARY OF ISSUES:

The Department of Child Support Services (DCSS) proposes establishment of the Child Support Technician, DCSS; Child Support Specialist, DCSS; and Senior Child Support Analyst, DCSS classes. These classes will accurately describe the technical and analytical activities performed in support of the department's collection of child support payments, policy and program implementation, and maintenance duties conducted in the Operations Division of the department. The establishment of and reallocation of employees to these classifications will allow for the successful transition of the employees from the Franchise Tax Board (FTB) to DCSS according to the mandate of AB 2358, Chapter 806, filed in September 2004.

CONSULTED WITH:

Joey Herrera, Department of Personnel Administration
Debbie True, Department of Personnel Administration
Mike Strazzo, State Personnel Board
Denise Masuhara, State Personnel Board
Mary Butera, State Personnel Board
Cher Woehl, Department of Child Support Services
Deborah Silva, Department of Child Support Services
Martha Rojo-Jamarillo, Department of Child Support Services

The Service Employees International Union (SEIU) Local 1000 has been notified and is in agreement with this proposal.

CLASSIFICATION CONSIDERATIONS:

Please see attached proposal.

RECOMMENDATIONS:

1. That the following deep classes be established; the proposed class specifications for these classes as shown in the current calendar be adopted; and the probationary periods be as specified.

<u>Class</u>	<u>Probationary Period</u>
Child Support Technician, Department of Child Support Services	12months
Child Support Specialist, Department of Child Support Services	12 months

2. That the class of Senior Child Support Analyst, Department of Child Support Services be established; the proposed class specification for the class as shown in the current calendar be adopted; and the probationary period be 12 months.
3. That all appointments to the class of Senior Child Support Analyst, Department of Child Support Services require a probationary period and that are effective on or after December 2, 2008, shall require services of a one-year probationary period before an employee may attain permanent status in the class.
4. That the proposed Alternate Range Criteria 451 for the class of Child Support Technician, Department of Child Support Services as shown below be adopted.

Range A. This range shall apply to individuals who do not meet the criteria for payment in Range B.

Range B. This range shall apply to individuals who have satisfactorily completed either:

1. Six months of experience performing duties comparable to Child Support Technician, Department of Child Support Services, Range A, and at least two courses in basic accounting or at least one course each in basic accounting and business or commercial law; or
 2. One year of state service experience performing duties at a level of responsibility comparable to Child Support Technician, Department of Child Support Services; or
 3. The equivalent to graduation from college, which must include at least two courses in basic accounting or at least one course each in basic accounting and business or commercial law.
5. That the proposed Alternate Range Criteria 452 for the class of Child Support Specialist, Department of Child Support Services as shown below be adopted.

Range A. This range shall apply to individuals who do not meet criteria for payment in Range B or Range C.

Range B. This range shall apply to individuals who have satisfactorily completed either:

1. Six months of experience in the class of Child Support Specialist, Department of Child Support Services, Range A; or
2. One year of experience performing increasingly responsible collection duties at a level comparable in responsibility to the Child Support Specialist, Department of Child Support Services (this experience must be beyond that required to satisfy the minimum qualifications of the class); or
3. The equivalent to graduation from college with at least one course each in basic accounting or Federal or State business or commercial law and one course in either economics, business administration, or public administration.

Range C. This range shall apply to individuals who have satisfactorily completed 12 months of experience in the class of Child Support Specialist, DCSS, Range B.

6. That the following resolutions be adopted:

a. WHEREAS the State Personnel Board on November 18, 2008, established the deep classes with alternate range levels as indicated below in Column II; and the duties and responsibilities of the corresponding alternate range levels of the deep class were substantially included in the previously existing alternate ranges of the deep classes in Column I; and

WHEREAS the knowledge and abilities required for the deep class alternate range levels indicated in Column II were substantially tested for in the examination held for the classes listed in Column I: Therefore be it

RESOLVED, that any person in the Department of Child Support Services with civil service status in the alternate range of the deep class indicated in Column I on December 2, 2008, shall be reallocated to the corresponding alternate range of the deep class as indicated in Column II and hereby granted the same civil services status in that class without further examination; and be it further

RESOLVED, that any existing employment lists other than reemployment lists established for the classes indicated in Column I shall be used to certify to fill vacancies in deep classes indicated in Column II as directed by the Executive Officer of the State Personnel Board until such lists are abolished, exhausted, or superseded by lists for the classes indicated in Column II.

<u>Column I</u>	<u>Column II</u>
Tax Technician, Franchise Tax Board, Range A	Child Support Technician, Department of Child Support Services, Range A
Tax Technician, Franchise Tax Board, Range B	Child Support Technician, Department of Child Support Services, Range B
Compliance Representative, Franchise Tax Board, Range A	Child Support Specialist, Department of Child Support Services, Range A
Compliance Representative, Franchise Tax Board, Range B	Child Support Specialist, Department of Child Support Services, Range B
Compliance Representative,	Child Support Specialist, Department of

b. WHEREAS the State Personnel Board on November 18, 2008, established the class indicated below in Column II; and the duties and responsibilities of this class were substantially included in the existing class indicated below in Column I; and

WHEREAS the knowledge and abilities required for the class indicated below in Column II were substantially tested for in the examination for the corresponding class indicated in Column I: Therefore be it

RESOLVED, That any person in the Department of Child Support Services with civil service status in the class indicated in Column I on December 2, 2008, shall be reallocated to the appropriate class as indicated in Column II and hereby granted the same civil service status in that class without further examination.

RESOLVED, That any existing employment lists other than reemployment lists established for the classes indicated in Column I shall be used to certify to fill vacancies in the class indicated in Column II as directed by the Executive Officer of the State Personnel Board until such lists are abolished, exhausted, or superseded by lists for the class in Column II.

Column I

Column II

Senior Compliance Representative,
Franchise Tax Board

Senior Child Support Analyst, Department
of Child Support Services

c. WHEREAS Title 2, California Code of Regulations Section 431 states “unless otherwise provided by resolution of the board, the maximum rate of the lowest salary range currently authorized for a class is used to make salary comparison”, and

WHEREAS alternate ranges within the new class of Child Support Technician, Department of Child Support Services are being established parallel to the levels of the existing class of Tax Technician, Franchise Tax Board; and

WHEREAS placement in each alternate range of the class of Child Support Technician, Department of Child Support Services represents recognition of a higher level of knowledge, skill, ability, experience or eligibility which each appointee can acquire through experience in the class of Child Support Technician, Department of Child Support Services or comparable or higher level classes; and

WHEREAS as the result of a permanent appointment to each alternate range, an appointee gains status in the range to which he/she is appointed as though each range is a separate class by qualifying for placement in that range through transfer, reinstatement, demotion, or satisfying the alternate range criteria: Therefore be it

RESOLVED, That salary Range A and B for the class of Child Support Technician, Department of Child Support Services may be used individually as if each represents the salary range of a separate class to make salary comparisons for discretionary actions between the class of Child Support Technician, Department of Child Support Services and other classes; and be it further

RESOLVED, That for the class of Child Support Technician, Department of Child Support Services the maximum currently authorized for Range B of the class shall be the salary used to make salary comparisons for mandatory actions.

d. WHEREAS Title 2, California Code Regulations Section 431 states “unless otherwise provided by resolution of the board, the maximum rate of the lowest salary range currently authorized for the class is used to make salary comparison”, and

WHEREAS alternate ranges within the new class of Child Support Specialist, Department of Child Support Services are being established parallel to the levels of the existing class of Compliance Representative, Franchise Tax Board; and

WHEREAS placement in each alternate range of the class of Child Support Specialist, Department of Child Support Services represents recognition of a higher level of knowledge, skill, ability, experience or eligibility which each appointee can acquire through experience in the class of Child Support Specialist, Department of Child Support Services or comparable or higher level classes; and

WHEREAS as the result of a permanent appointment to each alternate range, an appointee gains status in the range to which he/she is appointed as though each range is a separate class by qualifying for placement in that range through transfer, reinstatement, demotion, or satisfying the alternate range criteria: Therefore be it

RESOLVED, That salary Range A, B and C for the class of Child Support Specialist, Department of Child Support Services may be used individually as if each represents the salary range of a separate class to make salary comparisons for discretionary actions between the class of Child Support Specialist, Department of Child Support Services and other classes; and be it further

RESOLVED, That for the class of Child Support Specialist, Department of Child Support Services the maximum currently authorized for Range C of the class shall be the salary used to make salary comparisons for mandatory actions.

CLASSIFICATION CONSIDERATIONS

Instructions: Complete after if Concept (Part A) is approved by DPA. Answer all applicable questions, providing enough information to support your proposal. Return this with a signed transmittal form to your DPA and SPB Analysts.

Background

1. Provide some historical perspective about the organizational setting of the subject class(es) and the needs that this request addresses.

Pursuant to Legislatively mandated provisions, the Department of Child Support Services (DCSS) was created to administer all services and perform all functions necessary to establish, collect, and distribute child support. The bill designated DCSS as the single organizational unit to administer the state plan for securing child and spousal support, medical support, and determining paternity (AB 196 Chaptered September 27, 1999). This change is significant. The child support services were transformed from being decentralized and performed independently through the District Attorney Offices in the 58 counties, to being centralized under the leadership of the Director of DCSS.

AB 2358, legislation passed in 2004, provides that DCSS assume responsibilities for the collection of child support delinquencies and the Financial Institution Data Match System (FIDM), pursuant to a letter of agreement between DCSS and the Franchise Tax Board (FTB). This provision led to the transfer of approximately 100 child support collection program employees from FTB to DCSS on July 1, 2005. These employees have remained in their FTB classes pending new classes being established or service-wide classes identified as appropriate for the work.

Until October 2005, the department was operating in essentially a ministerial capacity setting IV-D and child support policies and procedures for the Local Child Support Agencies (LCSA) and in the development of the California Child Support Automated System (CCSAS) and a statewide centralized payment processing system as required by Federal law.

Subsequent to October 2005, the department transitioned into its current operational mode and is responsible for significant new statewide workload that is primarily housed within the Operations Division, DCSS. These new responsibilities are based on state and federal laws, rules, policies and procedures under the sole jurisdiction of DCSS. The Operations Division's responsibilities include, but are not limited to: promulgation of operational policies and procedures to implement the department's responsibility pertaining to collection, allocation and disbursement of all of the state's child support payments from non-custodial parents (NCPs) to the appropriate custodial parent(s) (CPs); management of all statewide financial information collected in CCSAS and utilization of the centralized financial workers (CFW) concept to perform statewide mission critical support activities such as ensuring all payments are processed within two working days of receipt; manage any suspended payments to ensure that at no time are there more payments in suspense than allowed by federal mandates; reconciliation of all

non sufficient funds (NSF) payment situations; and statewide allocation of all payments where there are multiple NCPs and CPs. In addition, the CFW concept include the non-IV-D NCP and CP collections and disbursement activities and the department in operating essentially as the state's "59th" county with responsibility for all non-IV-D cases statewide and instances where there are non-IV-D and IV-D NCPs and CPs with common child support orders.

Now that CCSAS and centralized payment processing have been implemented, California is relieved of \$200+ million in yearly Federal penalties for not having a certified statewide system. However, this penalty is in abeyance and can be reinstated should DCSS not be able to secure final federal certification approval of CCSAS. Much of the final federal certification will be based upon the Operations Division's success in implementing all of the related operational policies and procedures alluded to above and many of these responsibilities will be performed by the new requested classifications. The Operations Division is comprised of three program areas:

Collection and Enforcement

This program is responsible for locating non-custodial parents and for the collection of child support payments that are in arrears. This branch also provides guidance on current policies, developing regulations, performing impact analysis of federal or state legislation of federal policy changes, processing withdrawal requests of denials to applications of passports, responding to public inquiries, and processing license releases.

Interstate and Alternative Enforcement

This Program is responsible for setting the procedures and collections methods for new and innovative collection practices and workloads; processes incoming cases for other states and international child support enforcement cases and is providing support for the new statewide interface/intercept/match systems designed to collect past due child support.

State Disbursement

This program is responsible for the oversight and contract performance monitoring of the delivery of services provided by the statewide contract service provider that is responsible for processing more than 6.5 million collection transactions, representing more than 5.1 million disbursements, totaling more than \$2.1 billion in transactions; support to the LCSA and supports the development, design, testing, conversion of activities and implementation of the statewide Customer Services Support Center.

Classification Considerations

2. What classification(s) does the subject class(es) report to?

Two classifications being established will report to a lead, the proposed Senior Child Support Analyst, DCSS (previously Senior Compliance Representative, FTB) for review and advice. The Senior Child Support Analyst, DCSS reports to the first level supervisor

in the division, the Administrator I, FTB class but, as a result of this study, this class is being recommended to be Staff Services Manager I in the future.

3. Will the subject class(es) supervise? If so, what class(es)?

No, none of the subject classes will supervise.

4. What are the specific duties of the subject class(es)?

1. Child Support Technician, DCSS – These employees respond to and initiate calls, answer questions and educate parties regarding delinquent child support accounts, payment arrangement procedures and collections processes used by DCSS. Incumbents evaluate account information to determine if a hardship exists or an installment agreement should be established.

2. Child Support Specialist, DCSS – This is the recruiting, developmental and first journey level in this series. These employees work on an inventory of child support collection accounts to resolve child support debt arrearage accounts. They work on securing payments in full by making determinations of non custodial parent financial status using various asset data sources. They may issue orders to attach bank levies to get support payments. Other employees in this class will assist in collections by reviewing cases for legal sufficiency; providing support for the development, design, implementation and evaluation of department programs and policies.

3. Senior Child Support Analyst, DCSS – This is the advanced journey-person level in this series. These employees independently perform the more responsible and complex activities including program development, design, implementation and program performance evaluation, legislative analysis, review and revision of complex procedures and major special projects, and provide sensitive public contacts and/or negotiations with individuals, employers, local child support agencies, Federal government and other agencies; performs oversight and contract management in the delivery of departmental services; handle the more complex financial activities in the areas of collections, allocation, distribution and disbursements for financial operations and case management activities; handles the interstate and international child support enforcement cases and reviews these cases for legal sufficiency to ensure compliance with all federal and state laws and regulations; investigate and resolve issues regarding data matches and data verification processes; make sure reports and statistical data are in compliance with federal and state requirements. Some Senior Child Support Analyst, DCSS employees serve in lead positions over Child Support Technicians, DCSS or Child Support Specialists, DCSS in the collection programs of the Operations Branch.

5. What is the decision-making responsibility of the subject class(es)?

1. Child Support Technician, DCSS – evaluates account information of the NCP to determine the debtor's ability to pay; that is, if a hardship exists or an installment payment should be established. The Technician makes recommendations to their lead as to the result of their analysis.

2. Child Support Specialist, DCSS – evaluates account information to determine ability to pay and issues levies to get NCP assets. The Child Support Specialist works from an inventory of approximately 150 cases and decides the priority of those cases and when to pursue. The Child Support Specialist goes to their lead when certain notices or skip tracing procedures are required on an account or when the NCP requests a supervisor or lead to call back (when not satisfied with the Specialist's determination).

Other Child Support Specialists determine legal sufficiency of complaints, inquiries or requests for assistance based on federal and State child support laws. Child Support Specialists make recommendations on policy, project and program issues to either their lead analyst or supervisor.

3. Senior Child Support Analyst, DCSS – The lead Senior Child Support Analyst in the collection programs makes decisions on NCP accounts based on the written input of the Child Support Specialists or Child Support Technicians.

The non-lead Senior Child Support Specialist resolves the more complex and sensitive complaints, inquiries, and requests for assistance from child support agencies, other state and local governmental agencies and private citizens. Others monitor contracts and evaluate service providers for compliance of deliverables or determine what is necessary to develop and implement statewide systems and programs.

6. What would be the consequence of error if incumbents in the subject class(es) did not perform their jobs? (Program problems, lost funding, public safety compromised, etc.)

The consequence of error for all of the incumbents is the same; however, the work of the employees at the lower two levels is always reviewed by their leads. The consequence of error is as follows: 1) federal government penalties; 2) not getting payments to custodial parents in time; 3) taking too much money from non-custodial parents; 4) violation of government code or confidentiality requirements.

7. What are the analytical requirements expected of incumbents in the subject class(es)?

1. Child Support Technician, DCSS – analyze account history and financial statements to determine NCPs ability to pay. This requires the Child Support Technician to interpret department policy and then apply these to the case at hand.

2. Child Support Specialist, DCSS – analyze their inventory of 150 – 200 accounts to prioritize and contact individuals to gain information on ability to pay. This requires being familiar with various databases, agencies, contracts to gain information on the case and decide how to proceed. Others research and analyze requests for information or program design, testing and conversion of activities for the purpose of providing correct information or correct action on how to proceed.

3. Senior Child Support Analyst, DCSS – the lead employees review the Child Support Specialist's or Child Support Technician's analysis of an account to decide if the action proposed is correct and can analyze the most complex cases themselves.

Other Senior Child Support Analyst analyze various critical department functions for the purpose of making sure the department's regulations and policies are adhered to in the development, implementation, or monitoring of current or new programs, projects or systems.

8. What are the purpose, type, and level of contacts incumbents in the subject class(es) make?

Frequent contact within the department at all levels, other state departments, especially the FTB, Employment Development Department, Department of Motor Vehicles and Attorney General, local county child support agencies, other states' child support agencies, the Federal government, international child support agencies, custodial and non-custodial parents, employers, banks, and other private and governmental agencies and the general public.

Need for New Class (if necessary)

9. For new classes only: what existing classes were considered and why were they not appropriate?

DCSS has assumed responsibility for the collection of child support delinquencies and the FIDM, pursuant to a letter of agreement between DCSS and FTB. This provision led to the transfer of more than 100 child support collection program employees from FTB to DCSS on July 1, 2005. These employees have remained in their FTB classes pending new classes being established or service-wide classes identified as appropriate for the work.

The establishment of a statewide child support enforcement program (including the development of a statewide system), the centralized payment processing, and the movement of employees from various agencies to DCSS caused management to centralize all state-level operational responsibilities within a new Operations Division. The movement of employees to this division and the realization that new Central Financial Management duties now required to be performed by DCSS employees as a result of centralization prompted DCSS management to initiate a study to develop a classification plan for employees in this division.

The following six points describe the conclusion of the classification and audit analysis:

1. Eleven DCSS employees in four of the seven FTB classifications (Principal Compliance Representative, FTB and Administrators I, II, III, FTB) can be allocated to the service-wide Staff Services Manager series classifications.
2. No appropriate service-wide classifications adequately describe the duties of the 86 employees in three of the FTB classes (Tax Technician, FTB; Compliance Representative, FTB and Senior Compliance Representative, FTB).
3. The current FTB classes do not fit the nature of the work at DCSS. FTB classes are geared toward tax collection work and do not reflect the child support collection work.

4. DCSS Operations Division needs classifications that not only have generalized requirements, but require related child support program knowledge as well.
5. DCSS needs a classification plan that will provide career development throughout the department for its employees to stop the loss of employees to FTB and other agencies that have better career opportunities.
6. The new CFW duties require a classification plan that will incorporate duties including the resolution of escalated customer service financial inquiries, designated suspended collections, the adjustment of statewide collections (Non IV-D, Non IV-D/IV-D combinations), managing Non IV-D and certain IV-D disbursements (research/release suspended disbursements and refund non-support payments), and linking and unlinking participants for purposes of appropriate monetary allocations. This new work requires a county child support financial management experience minimum qualifications pattern.

Service-wide classifications such as Staff Services Analyst, Associate Governmental Program Analyst and accounting classification have been reviewed and do not match the duties being performed, nor do the minimum qualifications for these classifications meet the needs of the department to have the program knowledge necessary to perform the duties. Also critical in this regard is the department's critical need for county child support financial management experience.

Minimum Qualifications

10. What are the proposed or current minimum qualifications of the subject class(es), and why are they appropriate? (Include inside and outside experience patterns.)

The Minimum Qualifications (MQ) for the proposed classifications are very similar to the classifications that the employees are currently in, with changes being made to denote the classifications used in the department as opposed to those used at FTB and a county child support/financial management MQ pattern is being added to allow recruitment of county employees with the child support/financial management experience critically needed in the department.

The Child Support Technician, DCSS proposed MQs are similar to those of the Tax Technician, FTB with changes being made for the inclusion of classifications used in the department for the departmental experience pattern and a county child support experience pattern being added.

The Child Support Specialist, DCSS proposed MQs include patterns similar to those of the Compliance Representative, FTB and some expansion of MQ patterns for the inclusion of classifications used in the department for the department experience patterns and a county child support experience pattern to be able to recruit and hire those employees with this critically needed experience.

The Senior Child Support Analyst, DCSS proposed MQs are similar to those of the Senior Compliance Representative, FTB with changes being made for the inclusion of classification used in the department for the departmental experience patterns and a county child support experience pattern being added.

See attached classification specifications for specifics.

Probationary Period

The probationary period is six months

11. If a probationary period other than six months is proposed, what is the rationale?

A twelve-month probationary period is recommended for all three of the proposed classifications. The recruitment and examinations for all three classifications will be held on an open basis. Many employees in all three classes will be new to State service and will be serving their first probationary period. Therefore, the 12-month probationary period is necessary to ensure that these new employees will have an opportunity to demonstrate their abilities to perform the full range of duties and assignments spanning the course of a year.

Currently, the probationary periods for the classifications of Tax Technician, FTB and Compliance Representative, FTB, classes from which most of the employees were transferred, have one-year probationary periods. The Senior Compliance Representative, FTB class has a six-month probationary period primarily because the examinations for the class are given on a promotional only basis. Going forward however, the department plans to conduct open recruitment and testing for the Senior Child Support Analyst to attract candidates primarily from counties to perform the new and changing child support collection duties described above due to legislative changes. The current incumbents being transferred from the Senior Compliance Representative, FTB, class to the Senior Child Support Analyst, DCSS classification will complete the six-month probationary period required of the FTB class. New employees hired in the new class will serve the twelve-month probationary period.

Status Considerations

12. What is the impact on current incumbents?

There is no negative impact to the current incumbents. Employees in the class of Tax Technician, FTB will be reallocated by SPB action to the new classification of Child Support Technician, DCSS. Employees in the class of Compliance Representative, FTB will be reallocated by SPB action to the new classification of Child Support Specialist, DCSS. Employees in the class of Senior Compliance Representative, FTB will be reallocated by SPB action to the new classification of Senior Child Support Analyst, DCSS.

13. Will current employees move by examination, transfer, reallocation, split-off, etc.? Explain rationale.

The current employees in the three FTB classifications will be reallocated by SPB action. They are currently performing the duties described in the specifications for the new classifications having been transferred to DCSS as a result of legislation.

Consulted With

14. In addition to the departmental contacts listed on the cover sheet, list the names and affiliations of persons who were consulted during the development of this proposal.

Josie Fernandez, Department of Personnel Administration

Kathy Reece, Franchise Tax Board, Human Resources

Mike Willihnganz, CPS, Test Development Manager

Gary Burkett, CPS

DEPARTMENT OF PERSONNEL ADMINISTRATION**CLASSIFICATION AND COMPENSATION DIVISION**1515 "S" STREET, NORTH BUILDING, SUITE 400
SACRAMENTO, CA 95814-7243

DATE: January 2, 2009

TO: STATE PERSONNEL BOARD

FROM: Dave Rechs, Personnel Program Advisor
Classification and Compensation Division

REVIEWED BY: Belinda Collins, Chief
Classification and Compensation Division

SUBJECT: Abolishment of Vacant Civil Service Classes

SUMMARY OF ISSUES:

In the interest of maintaining the State's overall classification plan, the Department of Personnel Administration and State Personnel Board propose to abolish the following twelve vacant classifications. These classes have gone unused for more than twenty-four months, and their future use is not anticipated. Since some of these classifications are part of a series, we have included the class specifications in the board item.

CONSULTED WITH:

Frank Marr, Department of Personnel Administration
Kathleen O'Connor, SEIU, Local 1000

All pertinent exclusive representatives have been noticed regarding this proposed class abolishment and there have been no objections.

RECOMMENDATIONS:

That effective January 14, 2009 the below civil service classes listed in this calendar be abolished.

Title	Class Code
Community Youth Resource Specialist	9586
Book Repairer	1300
Supervising Book Repairer	1301
Assistive Technology Specialist II*	8234
State Park Ranger -Intermittent-*	0984
Physical Therapy Assistant Applicant*	8293

Child Development Administrator II*	2836
Special Education Administrator II*	2751
Career-Vocational Education Administrator II*	2724
Education Administrator II*	2658
Supervising Field Representative, School Administration	2590
Personnel Services Supervisor I*	1305

*Designated with Footnote 24, which specifies that a class will be abolished when it becomes vacant.

CALIFORNIA STATE PERSONNEL BOARD

SPECIFICATION

CHILD DEVELOPMENT
Series Specification
(Established January 5, 1977)

SCOPE

This series specification describes ~~five~~ four class levels for Child Development in the Department of Education. These classes are used for positions responsible for the development, conduct, coordination, and evaluation of preschool, pre-kindergarten, children's center, and other group child development projects.

<u>Schem</u> <u>Code</u>	<u>Class</u> <u>Code</u>	<u>Class</u>
FB65	2837	Child Development Assistant
FB64	2834	Child Development Consultant
FB62	2835	Child Development Administrator I
FB60	2836	Child Development Administrator II
FB24	2605	Assistant Superintendent of Public Instruction for Child Development, C.E.A.

DEFINITION OF SERIES

Persons in these classes develop, promote, evaluate, and assist in establishing preschool and child development programs at the local level while disseminating and promulgating desirable practices for the education of preschool children on a statewide basis. They consult with and advise county offices of education and district school administrators, preschool education program directors, directors and supervisors of children's centers, and other group child development agency administrators, and others regarding State policies, laws, rules, and regulations with respect to preschool and child development programs and facilities; provide guidance to applicants for funds and in the development of programs; review and process project applications for recommendation to the State Board of Education; provide guidance regarding approved accounting systems and fiscal practices that relate to funding and operation of programs; assist in developing programs for parent involvement, participation, and education, and for the in-service education of teachers; recommend and advise on facilities, equipment, supplies, and furnishings to be used in preschool; advise and assist in implementing health and nutritional programs and required social services; recommend and prepare appropriate manuals, bulletins, and teaching materials on curricular, instructional, supervisory, and administrative problems relating to group child development; conduct and participate in conferences, workshops, statewide and regional committees, study groups, and teachers' in-service programs; and to do other related work.

FACTORS AFFECTING POSITION ALLOCATION

Scope and level of responsibilities assigned; complexity of work; independence of action; level and scope of responsibility of program and policy development and implementation; impact of decision making on statewide programs; and the degree of supervisory and administrative responsibility.

DEFINITION OF LEVELS

CHILD DEVELOPMENT ASSISTANT

This is the entry and first journey level in this series. This class is used as a permanent level for lesser skilled functions and as a training level for the higher professional levels in the series. The Assistant typically works under the general supervision of an Administrator in performing more routine administrative assignments and consultative services to local districts in such areas as screening applications for completeness and accuracy; obtaining documentation needed to bring funding applications to approvable condition, interpreting statutes, guidelines, and regulations; reviewing requests for budget transfers and amendments; inspecting sites and facilities for conformance with minimum standards; reviewing records of documentation of medical and dental screening, social services, and inventories of equipment and developing information on projects for records and statistical purposes. More experienced incumbents carry out administrative assignments, consultation, and assistance to local administrators of child development programs in less complex or sensitive phases of the program; and monitor program components, prepare reports, and make recommendations for improving project effectiveness or on funding of agencies. Incumbents may also work under the lead of a Consultant.

CHILD DEVELOPMENT CONSULTANT

This is the full journey level in the series. The Consultant serves as a departmental representative on child development programs in a geographic area, or serves as a statewide specialist for particular child development components.

Under the direction of an Administrator, consultants have general responsibility for all activities in their geographic, subject-matter, or functional area. They provide coordination and liaison among various private, State, and other public agencies which provide services to children; evaluate curricula for use in child development programs; review recommendations of lower level staff related to applications for funding, site, and facilities inspections and decide what action is to be taken; participate in developing the annual work

plan as part of the budget; and perform the more difficult, sensitive, and complex program formulation, analysis, implementation, administrative, and assessment activities. Consultants may also provide leadership and training to incumbents in the Assistant class in this series.

CHILD DEVELOPMENT ADMINISTRATOR I

This is the first supervisory level in the series over qualified professionals at the Consultant and Assistant levels. Incumbents normally report to a higher level Administrator in the field of child development programs. Under direction, the Administrator I typically plans, organizes, and directs the work of a program unit or may assist a higher level Administrator in directing the development, administration, and evaluation of programs of a major unit with major administrative or functional responsibilities. Nonsupervisory positions may occasionally be allocated to this class to perform high level administrative, coordinative, and consultative studies and projects for programs that are multiunit or multidivisional in scope. Incumbents functioning in this capacity typically report to an Assistant Superintendent or higher level position.

~~CHILD DEVELOPMENT ADMINISTRATOR II~~

~~This is the first managerial level of the series. Under general direction, incumbents are responsible for a major program unit with leadership responsibilities for a major administrative or functional subdivision of the child development program of the Department. A very limited number of staff positions may also be allocated to this level based on program development, program monitoring, coordinate or functional supervisory responsibilities equivalent in level to administrative positions in the class. Such positions normally report to the Associate Superintendent or higher level.~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR CHILD DEVELOPMENT, C.E.A.

Under administrative direction, this level is responsible for planning, developing, administering, and coordinating the child development program of the Department of Education.

MINIMUM QUALIFICATIONS

CREDENTIAL REQUIREMENTS

ALL LEVELS:

Possession of a valid credential or permit authorizing public school service in California. (Applicants who do not possess the required credential or permit will be admitted to the examination, but must secure the credential or permit before they will be considered eligible for appointment.) (A Master's Degree or equivalent in Child Growth and Development, Early Childhood Education, Social Work, or a related subject with emphasis in childhood development may be substituted for the credential requirement.)

CHILD DEVELOPMENT ASSISTANT

Possession of a valid children's center supervision permit or comprehensive parent education credential or a credential of equivalent authorization.

CHILD DEVELOPMENT CONSULTANT

CHILD DEVELOPMENT ADMINISTRATOR I

~~CHILD DEVELOPMENT ADMINISTRATOR II~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR CHILD DEVELOPMENT, C.E.A.

Possession of a valid administration credential or credential or life diploma of equivalent authorization. (One year of experience in the California Department of Education performing the duties of a professional education class at a level equivalent to the class of Child Development Assistant, Range B, or higher may be substituted for the required credential. Experience used in this manner to meet the credential requirement must be in addition to that used to meet the general experience requirement.)

EXPERIENCE REQUIREMENTS

ALL LEVELS:

1. Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other to meet the total experience requirement.
2. Experience in the California state service applied toward the general experience pattern must include the same number of years of qualifying experience as required in the promotional pattern performing the duties of a class with a level of responsibility equivalent to that described in the promotional experience pattern.

CHILD DEVELOPMENT ASSISTANT

Two years of experience as a teacher in a child development, preschool, or related community action program.

and

One year of experience in one of the following:

1. As head teacher in one of the above schools or centers.
2. As a team leader of a differentiated staff in preschool education.
3. As a consultant, supervisor, or administrator in preschool education.

CHILD DEVELOPMENT CONSULTANT

Either I

One year of experience in the California state service performing child development or elementary education duties of a class with a level of responsibility equivalent to a Child Development Assistant, Range B.

Or II

Two years of administrative, supervisory, or consultant level experience in a nonfamily child development center, preschool program, parent-involvement child development program, or a comparable child development program administered by a school, community action agency, county school office, or State, or Federal agency.

CHILD DEVELOPMENT ADMINISTRATOR I

Either I

One year of experience in the California state service performing child development or elementary education duties of a class with a level of responsibility equivalent to a Child Development Consultant.

Or II

Two years of experience in the California state service performing child development or elementary education duties of a class with a level of responsibility equivalent to a Child Development Assistant, Range B.

Or III

Three years of administrative, supervisory, or consultant level experience in a nonfamily child development center, preschool program, parent-involvement child development program, or a comparable child development program administered by a school, community action agency, county school office, or State, or Federal agency.

~~CHILD DEVELOPMENT ADMINISTRATOR II~~

~~Either I~~

~~One year of experience in the California state service performing~~

~~child development or elementary education duties of a class with a level of responsibility equivalent to at least that of a Child Development Administrator I.~~

Or II

~~Two years of experience in the California state service performing child development or elementary education duties of a class with a level of responsibility equivalent to at least that of a Child Development Consultant.~~

Or III

~~Four years of administrative, supervisory, or consultant level experience in a nonfamily child development center, preschool program, parent-involvement child development program, or a comparable child development program administered by a school, community action agency, county school office, State, or Federal agency.~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR CHILD DEVELOPMENT, C.E.A.

Either I

One year of experience in the California state service performing child development or elementary education duties ~~of a class with a level of responsibility equivalent to that of a Child Development Administrator II.~~

Or II

Two years of experience performing child development or elementary education duties of a class with a level of responsibility equivalent to that of a Child Development Administrator I.

Or III

Five years of broad and extensive administrative, supervisory, or consultant level experience in a nonfamily child development center, preschool program, parent-involvement child development program, or a comparable child development program administered by a school, community action agency, county school office, or State, or Federal agency.

KNOWLEDGE AND ABILITIES

ALL LEVELS:

Knowledge of: Modern principles, trends, and practices in children's centers and preschool childhood education; educational programs for children from varied social, economic, and ethnic backgrounds; and growth and development patterns, and problems of young children.

Ability to: Demonstrate effective classroom procedures; establish and maintain cooperative relations with persons contacted in the course of the work; communicate effectively with individuals of various ethnic backgrounds; communicate effectively; analyze situations accurately and take effective action; develop curricula in the field of preschool education; formulate and carry out research studies; and conduct conferences, workshops, and teachers' institutes.

CHILD DEVELOPMENT CONSULTANT

Knowledge of: In addition to the above, current developments and research in children's centers, preschool education, parent education, and kindergarten; literature and other instructional material in the fields of preschool education; and functions and purposes of Federal legislation, the Education Code, and regulations of the State Board of Education pertaining to preschool education.

Ability to: All of the above.

CHILD DEVELOPMENT ADMINISTRATOR I

~~CHILD DEVELOPMENT ADMINISTRATOR II~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR CHILD DEVELOPMENT, C.E.A.

Knowledge of: In addition to the above, the organization and functions of the State Department of Education; principles of public administration, budgeting, and personnel management; program planning procedures; program development and implementation; program audit procedures; and the Department's responsibility for promoting equal opportunity in hiring and employee development and promotion, and for maintaining a work environment that is free of discrimination and harassment.

Ability to: In addition to the above, provide leadership and direction to a statewide education program; work effectively with top administrative personnel in the Department and other agencies; supervise subordinate staff; and effectively promote equal opportunity in employment and maintain a work environment that is free of discrimination and harassment.

SPECIAL PERSONAL REQUIREMENT

ALL LEVELS:

Evidence of: Willingness to travel throughout the State.

CLASS HISTORY

<u>Class</u>	<u>Date Established</u>	<u>C.E.A. Established</u>	<u>Date Revised</u>	<u>Title Changed</u>
Child Development Assistant	11/3/93	--	6/10/08	--
Child Development Consultant	1/5/77	--	6 10/08	--

<u>Class</u>	<u>Date Established</u>	<u>C.E.A. Established</u>	<u>Date Revised</u>	<u>Title Changed</u>
Child Development Administrator I	1/5/77	--	6/10/08	--
Child Development Administrator II	1/5/77	--	6/10/08	--
Assistant Superintendent of Public Instruction for Child Development, C.E.A.	--	3/7/73	6/10/08	--

ccd/sks

CALIFORNIA STATE PERSONNEL BOARD

SPECIFICATION

SPECIAL EDUCATION
Series Specification
(Established September 29, 1976)

SCOPE

This series specification describes ~~five~~ four class levels for SPECIAL EDUCATION in the Department of Education. These classes are used for positions responsible for the development, promotion, coordination, and evaluation of special education programs for individuals with disabilities.

<u>Schem</u> <u>Code</u>	<u>Class</u> <u>Code</u>	<u>Class</u>
FF59	2754	Special Education Assistant
FF60	2764	Special Education Consultant
FF65	2753	Special Education Administrator I
FF75	2751	Special Education Administrator II
FE10	2712	Assistant Superintendent of Public Instruction for Special Education, C.E.A.

DEFINITION OF SERIES

Persons in these classes develop, promote, coordinate, monitor, and assist in establishing special education programs in local school districts or in units within the Department of Education, or direct the special schools and special programs administered by the Department of Education; advise and assist school districts in determining the need for, and in establishing and developing special education programs for, individuals with disabilities including hearing impairments and/or visual impairments, language or speech disorders, severe orthopedic impairments, other health impairments, autism, mental retardation, serious emotional disturbance, specific learning disabilities, and traumatic brain injury; interpret and apply provisions of the Education Code and regulations of the State Board of Education and the Superintendent of Public Instruction regarding special education programs; secure and compile information about special education programs by school districts and county school offices and evaluate these programs; counsel with school officials on in-service training programs for teachers in special education; conduct research in special education; recommend methods of adjusting school programs to meet the special education needs of such pupils; promote and participate in educational meetings, and enlist the aid of other agencies in the special education of individuals with disabilities; provide consultative services to local school districts in identifying individuals with disabilities and in describing their special educational needs; provide consultative services to local school districts in the preparation of applications for grants for

Federal- or State-financed special education projects; review and evaluate specific project proposals and curriculum and instructional programs for improvement of special education; assist in the coordination of statewide programs in special education; provide staff assistance in the administration of special programs and special services to individuals with disabilities in the Department of Education Special Schools; conduct and participate in conferences and workshops, committees, study institutes, and study groups for in-service education; and maintain liaison with other organizational units in the California Department of Education, other State agencies, and professional and parent organizations.

FACTORS AFFECTING POSITION ALLOCATION

Scope and level of responsibilities assigned; complexity of work; independence and consequence of action; level and scope of responsibility of program policy development and implementation; impact of decision making on statewide and department programs; and degree of supervision exercised and received.

DEFINITION OF LEVELS

SPECIAL EDUCATION ASSISTANT

This is the entry and first journey level in this series. This class is used as a permanent level for less skilled functions and as a training level for the higher professional levels in the series. Incumbents typically work under the general supervision of an Administrator in performing a variety of tasks. At the entry level, incumbents perform consultative services to local school districts in such areas as screening applications for completeness and accuracy; securing and compiling information about special education programs by school district and county offices; interpreting statutes, guidelines, and regulations; and conducting research in special education. More experienced incumbents provide consultative services to local school officials in special education program planning, development, evaluation, and administration; and assist in developing, promoting, and evaluating proposals from local school districts, county offices, and other agencies eligible for Federal and State financial assistance. Incumbents may either have a statewide program responsibility in a special education specialty or be assigned regional special education program responsibility for less complex or sensitive phases of the program. Incumbents may also work under the lead of a Consultant.

SPECIAL EDUCATION CONSULTANT

This class is the full journey level in this series. Under the

direction of an Administrator, the Consultant serves as a departmental spokesperson for special education programs in a geographic area, or serves as a statewide specialist for a particular special education program component. Additionally, incumbents coordinate the development of regulations, guidelines, and research projects; and perform the more difficult, sensitive, and complex special education program planning and development assignments. Consultants may also provide leadership and training to incumbents in the Assistant class in this series.

SPECIAL EDUCATION ADMINISTRATOR I

This is the first supervisory level in the series over qualified professionals at the Consultant and Assistant levels. Incumbents normally report to a higher level administrator in the field of special education programs. Under direction, the Administrator I typically plans, organizes, and directs the work of a program unit or may assist a higher level Administrator in directing the development, administration, and evaluation of programs of a major unit with major administrative or functional responsibilities.

Nonsupervisory positions may occasionally be allocated to this class to perform high level administrative, coordinative, and consultative studies and projects for programs that are multiunit or multidivisional in scope. Incumbents functioning in this capacity typically report to an Assistant Superintendent or higher level position.

~~SPECIAL EDUCATION ADMINISTRATOR II~~

~~This is the first managerial level of the series. Under general direction, incumbents are responsible for a major program unit with leadership responsibilities for a major administrative or functional subdivision of the special education program of the Department. A very limited number of staff positions may also be allocated to this level based on program development, program monitoring, coordinative, or functional supervisory responsibility equivalent in level to administrative positions in the class. Such positions normally report to the Assistant Superintendent or higher level.~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR SPECIAL EDUCATION, C.E.A.

Under administrative direction, this is the first policy development and formulation level with major program responsibility within special education. Incumbents direct the program as it relates to school districts, county offices, special education local plan areas, other departmental divisions, other State agencies, and/or parent and

professional organizations.

MINIMUM QUALIFICATIONS

CREDENTIAL REQUIREMENTS

ALL LEVELS:

Possession of a valid credential or permit authorizing public school service in California. (Applicants who do not possess the required credential or permit will be admitted to the examination, but must secure the credential or permit before they will be considered eligible for appointment.) (A Master's Degree or equivalent in Special Education or related field may be substituted for the credential requirement at any level.)

SPECIAL EDUCATION ASSISTANT

Possession of a valid teaching credential or multiple or single subjects credential with Special Education emphasis, specialist credential in Special Education or School Psychology, or credential of equivalent authorization.

SPECIAL EDUCATION CONSULTANT

SPECIAL EDUCATION ADMINISTRATOR I

~~SPECIAL EDUCATION ADMINISTRATOR II~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR SPECIAL EDUCATION, C.E.A.

Possession of a valid administration credential or credential or life diploma of equivalent authorization. (One year of experience in the California Department of Education performing the duties of a professional education class at a level equivalent to the class of Special Education Assistant, Range B, or higher may be substituted for the required credential. Experience used in this manner to meet the credential requirement must be in addition to that used to meet the general experience requirement.)

EXPERIENCE REQUIREMENTS

ALL LEVELS:

1. Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other pattern, to meet the total experience requirement.

2. Experience in the California state service applied toward the general experience pattern must include the same number of years of qualifying experience as required in the promotional pattern performing the duties of a class equivalent to the level described in the promotional experience pattern.

SPECIAL EDUCATION ASSISTANT

Two years of teaching experience in a special education program for individuals with disabilities, hearing impairment and/or visual impairment, language or speech disorder, severe orthopedic impairment, other health impairment, autism, mental retardation, serious emotional disturbance, specific learning disabilities, or traumatic brain injury.

and

One year of administrative, supervisory, or equivalent staff level experience in special education in one of these same program areas.

SPECIAL EDUCATION CONSULTANT

Either I

One year of experience in the California state service performing special education duties of a class with a level of responsibility equivalent to a Special Education Assistant, Range B.

Or II

Two years of administrative, supervisory, or equivalent staff level experience in special education. (This includes experience in programs for individuals with disabilities, hearing impairment and/or visual impairment, language or speech disorder, severe orthopedic impairment, other health impairment, autism, mental retardation, serious emotional disturbance, specific learning disabilities, or traumatic brain injury.)

SPECIAL EDUCATION ADMINISTRATOR I

Either I

One year of experience in the California state service performing special education duties of a class with a level of responsibility equivalent to a Special Education Consultant~~+~~. or

Two years of experience in the California state service performing special education duties of a class with a level of responsibility equivalent to a Special Education Assistant, Range B.

Or II

Three years of administrative, supervisory, or equivalent staff level experience in special education which shall have developed a broad background in the administration or supervision of a special education program.

~~SPECIAL EDUCATION ADMINISTRATOR II~~

~~Either I~~

~~One year of experience in the California state service performing special education duties of a class with a level of responsibility equivalent to a Special Education Administrator I.~~

~~Or II~~

~~Two years of experience in the California state service performing special education duties of a class with a level of responsibility equivalent in level to a Special Education Consultant.~~

~~Or III~~

~~Four years of administrative, supervisory, or equivalent staff level experience in special education which shall have developed a broad background in the administration or supervision of a special education program.~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR SPECIAL EDUCATION,
C.E.A.

Either I

One year of experience in the California state service performing special education duties of a class with a level of responsibility equivalent to a Special Education Administrator II+. or

Two years of experience in the California state service performing special education duties of a class with a level of responsibility equivalent to a Special Education Administrator I.

Or II

Five years of administrative, supervisory, or equivalent staff level experience in special education which shall have developed in the applicant a broad background in the administration or supervision of a special education program.

KNOWLEDGE AND ABILITIES

ALL LEVELS:

Knowledge of: Educational practices, trends, and theory with emphasis on the principles and techniques and special education; literature in the field of education, particularly as it pertains to individuals with disabilities; and organization of the California educational system.

Ability to: Work cooperatively with school officials, representatives of community civic groups, State officials, and others; communicate effectively; and analyze situations accurately and take effective action.

SPECIAL EDUCATION ASSISTANT
SPECIAL EDUCATION CONSULTANT

Knowledge of: All of the above, and principles of mental hygiene, educational testing, and educational and vocational guidance; current teacher training methods; community services available for assistance to individuals with disabilities; principles of intergroup relations; provisions of Federal and State legislation and administrative regulations, policies, and court orders relating to special education and to instruction and administration of public education; and research terminology and techniques.

Ability to: All of the above, and apply leadership and creativity in the identification, development, and implementation of new programs, program revisions, and program evaluation in special education; conduct conferences, workshops, and institutes; and plan, organize, and direct the work of others.

SPECIAL EDUCATION ADMINISTRATOR I
~~SPECIAL EDUCATION ADMINISTRATOR II~~
ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR SPECIAL EDUCATION,
C.E.A.

Knowledge of: All of the above, and principles and methods of public and business administration; administrative practices in the administration and public coordination of special education for programs; California Education Code and the rules and regulations of the California State Board of Education pertaining to special education; principles of personnel management and supervision; the Department's Affirmative Action Program objectives; a manager's role in affirmative action and labor relations programs; and the processes available to meet the objectives of these programs.

Ability to: All of the above, and assume leadership in the formulation and direction of special education programs; develop local programs adapted to the special needs and limitations of schools and communities; do research work in the field of special education; establish effective working relationships with all individuals and groups contacted in the course of work; effectively and efficiently supervise and manage a staff and program within available resources; establish and maintain project and departmental priorities; work effectively with administrative personnel in the Department and other agencies; and effectively contribute to the Department's ~~affirmative action~~ equal employment opportunity program objectives.

SPECIAL PERSONAL REQUIREMENT

ALL LEVELS:

Evidence of: Willingness to travel throughout the State.

CLASS HISTORY

<u>Class</u>	<u>Date Established</u>	<u>C.E.A. Established</u>	<u>Date Revised</u>	<u>Title Changed</u>
Special Education Assistant I	9/20/72	--	11/3/93	--
Special Education Assistant II	9/20/72	--	11/3/93	--
Special Education Assistant	11/3/93	--	--	--
Special Education Consultant	9/20/72	--	11/3/93	--
Special Education Administrator I	10/1/75	--	11/3/93	--
Special Education Administrator II	9/29/76	--	11/3/93	--
Assistant Superintendent Instruction for Special Education, C.E.A.	--	7/11/58	11/3/93	4/23/85

ccd/ks

CALIFORNIA STATE PERSONNEL BOARD

SPECIFICATION

EDUCATION PROGRAMS ADMINISTRATION
Series Specification
(Established September 3, 1970)

SCOPE

This series specification describes ~~six~~ five class levels used by the California Department of Education for general education consultative and program administrative responsibilities in the Department of Education consultation, development, and administration. These Classes in this series are ~~used for positions~~ responsible for evaluating, developing, and administering, and evaluating broad statewide elementary, secondary, and related postsecondary education policies and programs. ~~These classes include the responsibility for communicating and applying and include responsibility for the communication and application of such policies and programs for the improvement of local educational programs in California. Functions or education programs which~~ Positions are allocated to this series when assigned duties require that incumbents possess in-depth knowledge and diversified experience in the development, coordination, management, and evaluation of one or more of the general educational programs ~~are staffed with this series. Functions or education programs~~ Positions which require incumbents ~~with to possess~~ extensive experience and in-depth knowledge in specialized education programs ~~will continue to~~ should be allocated to specialized classes the appropriate education specialty class.

<u>Schem</u> <u>Code</u>	<u>Class</u> <u>Code</u>	<u>Class</u>
ER95	2655	Education Programs Assistant
ER90	2656	Education Programs Consultant
ER86	2657	Education Administrator I
ER83	2658	Education Administrator II
ER82	2659	Assistant Superintendent of Public Instruction for General Education, C.E.A.
ER81	2660	Associate Deputy Superintendent of Public Instruction, C.E.A.

DEFINITION OF SERIES

~~Persons~~ Incumbents in these classes provide leadership in the field of California public education in California by developing standards, policies, programs, guidelines, and procedures relating to the broad education programs and functions of the California Department of Education. Assignments include the development of new educational programs; the refinement, modification, or elimination of existing educational programs; and the coordination, assessment, or reassessment of agency priorities.

Operational responsibilities may include the development and provision of direct assistance to local educational agencies ~~of the State~~ regarding the implementation of education programs; the collaboration with college and university faculty, field practitioners and specialists, and others on the development and implementation of ~~curriculum~~ curricula and other education-related materials; the administration of grant programs including the ~~distribution of funds and the~~ oversight of program implementation and review of programs program use and effectiveness; the development, review, analysis, and interpretation of education program-related State and Federal statutes, administrative regulations, policy documents, and departmental procedures; the review of local school and/or district operations to ensure programmatic quality and compliance with State and Federal law; and the representation of the Department with appropriate lay and professional groups. Incumbents evaluate programs for conformance ~~to~~ with standards, policies, and procedures; consult with and advise public and private ~~schools~~ school officials and the staff of other organizations on the development, administration, and evaluation of educational programs; interpret and apply Federal and State laws and departmental policies and regulations affecting educational programs; conduct studies and do research relating to the planning, evaluation, and administration of programs; prepare and publish articles and reports; organize, administer, and attend conferences and workshops; prepare and recommend changes in legislation, regulations, and policies to facilitate the work of the California Department of Education; make oral presentations; and ~~represent the Department as assigned. Persons in these classes~~ do other related work.

FACTORS AFFECTING POSITION ALLOCATION

The scope and level of responsibilities assigned; the complexity of work; the independence and consequence of action; the level and scope of responsibility of program and policy development and implementation; the impact of decision making on statewide programs; and degree of supervisory and administrative responsibility.

DEFINITION OF LEVELS

EDUCATION PROGRAMS ASSISTANT

This class is the entry and first journey level in the series. ~~The Assistant performs administrative assignments,~~ It is used as a permanent level allocation for the performance of less complex functions, and as a training level for the higher professional level classes in the series. Under general supervision, incumbents provide consultation and technical assistance for local, State, and Federal education programs ~~in less complex or sensitive phases of the programs; monitors~~ monitor and evaluate program components; ~~prepares~~ prepare reports and ~~makes~~ make recommendations for

improving program effectiveness. ~~The Assistant Incumbents~~ at this level may be ~~used as a training level for the Education Programs Consultant or comparable class; and may also assigned to work under the guidance lead of a positions at the Education Programs Consultant level.~~

EDUCATION PROGRAMS CONSULTANT

This class is the full journey level in this series. Under ~~general supervision direction~~, incumbents ~~perform complex analytical duties in planning, developing, administering, and evaluating~~ analyze, plan, develop, administer, and evaluate the effectiveness of complex educational programs. ~~They~~ Incumbents provide consultative services to local, State, and Federal school officials in ~~either~~ general or special curricula, and ~~in~~ instructional program planning; provide developmental services for educational programs designed to improve educational ~~efforts~~ outcomes; and prepare and present ~~complex documents on work products~~ addressing complex and sensitive education policy issues ~~for~~ to a variety of State, Federal, and local level audiences.

Typically functioning within a program unit, ~~individuals~~ incumbents at this level may ~~either~~ have responsibility for ~~either a statewide program or a regional specialized educational program~~ responsibility in an educational area of specialization.

Positions in this class perform the more difficult, sensitive, and complex journey level program development, ~~analysis~~ analyses, implementation, administrative, and assessment activities. ~~Consultants~~ and may work as a lead and/or provide ~~leadership and~~ training to incumbents at the Education Programs Assistant level.

EDUCATION ADMINISTRATOR ~~I~~

This class is the ~~first~~ supervisory level ~~over professionals at the Consultant and Assistant levels, as well as support and technical staff of this series.~~ Under general direction, incumbents ~~either assist an Education Administrator II or higher level manager in directing the planning, development, administration, and evaluation of educational programs of a major unit or directly supervise a smaller unit~~ direct the work of a staff engaged in the planning, development, administration, and evaluation of educational programs.

Nonsupervisory ~~positions~~ allocations may occasionally be allocated made to this class ~~performing~~ where incumbents have responsibility for the most sensitive, complex, and high level ~~administrative, coordinative and consultative responsibilities for education programs that are multiunit or multidivisional multidivisional~~ in scope. Incumbents ~~functioning at this level~~ in nonsupervisory positions typically report to an ~~Assistant~~ a Deputy Superintendent or higher level position.

EDUCATION ADMINISTRATOR ~~II~~

~~This is the first managerial level in this series. Incumbents perform leadership responsibilities as managers over a small program division, or a major unit in a larger program division having statewide impact. They direct the work of a total unit staff of professional education personnel, usually including two or more staff at the Education Administrator I level, and additional support and technical staff. Incumbents typically report directly to an Assistant Superintendent or higher level manager. A limited number of staff positions are allocable to this class based on program development, program monitoring, coordinative and functional supervisory responsibilities for the most sensitive issues equivalent in level to the responsibilities of line administrative positions in the class. Staff positions typically report to an Associate Superintendent or higher level manager.~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERAL EDUCATION, C.E.A.

~~This~~ Positions in this class are typically found at the third organizational level ~~has~~ and have full responsibility for education program policy development and formulation responsibilities. Under administrative direction, incumbents in this class typically direct the work of a major program division and are responsible for planning, developing, assigning resources to, coordinating, administering, and monitoring large multiple education programs of the California Department of Education.

ASSOCIATE DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

~~This~~ Positions in this class are typically found at the second organizational level ~~has primary policy development and formulation responsibilities for the most highly sensitive and visible education programs~~ and have significant responsibility for the development and formulation of statewide education program policies. Incumbents Under administrative direction, incumbents serve as members of the executive staff of the State Superintendent of Public Instruction and are responsible for planning, developing, assigning resources to, coordinating, administering, and monitoring the work of major sensitive and visible a major branch of the California Department of Education comprised of multiple education program divisions.

MINIMUM QUALIFICATIONSEDUCATION PROGRAMS ASSISTANTCREDENTIAL REQUIREMENTS

ALL LEVELS:

~~Credential Requirements: Possession of a valid California teaching credential with specialization in elementary, secondary or community college teaching or credential or life diploma of equivalent authorization. (Applicants who do not meet the credential requirement will be admitted to the examination but must meet the requirement before they will be considered eligible for appointment.)~~

~~(Possession of an earned master's or doctorate degree may be substituted for the required credential.)~~

EDUCATION PROGRAMS CONSULTANTEDUCATION ADMINISTRATOR I AND IIASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERAL
EDUCATION, C.E.A.ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

~~Credential Requirements: Possession of a valid California administration administrative services credential or credential or life diploma of equivalent authorization. (Applicants who do not meet the credential requirement will be admitted to the examination but must meet the requirement before they will be considered eligible for appointment.)~~

~~(Possession of an earned master's or doctorate degree may be substituted for the required credential.)~~

~~(One year of experience in the Department of Education performing the duties of a professional education class at a level equivalent to the class Education Programs Assistant, Range B, or higher may be substituted for the required credential. Experience used in this manner to meet the credential requirement must be in addition to that used to meet the general experience requirement.)~~

EXPERIENCE REQUIREMENTS

ALL LEVELS:

~~Experience Requirements: Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other another pattern to meet the total experience requirement. Experience in the California state service applied toward the open experience pattern must include the same number of years of qualifying experience as required in the promotional pattern performing the duties of a class with a level of responsibility equivalent to that described in the promotional experience pattern.~~

EDUCATION PROGRAMS ASSISTANT

Either I

~~Two years of teaching experience in elementary, secondary, or postsecondary education which shall have included demonstrated educational leadership in one or more of the following: school or district committees; professional education associations; or in the development of major curricula or programs.~~

Or II

One year of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

EDUCATION PROGRAMS CONSULTANT

Either I

One year of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Programs Assistant, Range B.

Or II

Two years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

EDUCATION ADMINISTRATOR ~~I~~Either I

One year of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Programs Consultant;~~—~~
~~or two years of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Assistant, Range B.~~

Or II

Two years of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Programs Assistant, Range B.

Or III

Three years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

~~EDUCATION ADMINISTRATOR II~~

Either I

~~One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Administrator I, or two years of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Consultant.~~

Or II

~~Four years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.~~

~~ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERAL
EDUCATION, C.E.A.~~

~~ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.~~

Either I

~~One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Administrator II, or two years of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Administrator I.~~

Or II

~~Five years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.~~

DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

Either I

Two years of experience in the California state service performing professional education program duties at a level of responsibility equivalent to that obtained in the class of Education Administrator.

Or II

More than five years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

KNOWLEDGE AND ABILITIES

EDUCATION PROGRAMS ASSISTANT

Knowledge of: Principles, practices, and trends in public and private elementary, secondary, and postsecondary education; academic subject-matter ~~curriculum~~ curricula development and instructional methods; research and statistical methods; and program planning techniques.

Ability to: Assume leadership and exercise creativity in the formulation and development of education programs; do complex research and analytical studies; apply educational policy; ~~present ideas clearly and concisely in oral and written form~~ communicate effectively; establish effective working ~~relations~~ relationships; and exercise tact, ~~resourcefulness~~ resourcefulness, and judgment with all groups contacted in the course of completing work assignments.

EDUCATION PROGRAMS CONSULTANT

Knowledge of: In addition to the above, the California public and private school system; school administrative practices; ~~and~~ the functions of the California Department of Education, and of schools, districts and county offices of education; Federal and State education laws and California Department of Education rules and regulations.

Ability to: In addition to the above, assume leadership and exercise creativity in the administration and evaluation of education programs; interpret educational ~~policy~~ program policies; analyze situations accurately and take effective action.

EDUCATION ADMINISTRATOR ±

Knowledge of: In addition to the above, the organization, mission, goals, programs, and policies of the State California Department of Education; principles of employee development, training, ~~and~~ supervision, and discipline; ~~the Department of Education's mission, goals, programs, and policies; the Department's Affirmative Action Program objectives, and a manager's role in affirmative action and a supervisor's role in labor~~ relations and the processes available to meet these program objectives; and supervisory responsibilities for promoting equal opportunity in hiring and employee development and promotion, and for maintaining a work environment that is free of discrimination and harassment.

Ability to: In addition to the above, effectively and efficiently ~~manage~~ direct a staff and ~~program~~ programs within the resources provided; review and edit written documents; establish and maintain project and departmental priorities; work effectively with administrative personnel in the Department of Education and in other governmental agencies; supervise

subordinate staff; and effectively ~~contribute to the Department's affirmative action objectives~~ promote equal opportunity in employment and maintain a work environment that is free of discrimination and harassment.

~~EDUCATION ADMINISTRATOR II~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION ~~FOR GENERAL~~

~~EDUCATION, C.E.A.~~

~~ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.~~

DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

Knowledge of: In addition to the above, principles of public administration, budgeting, and personnel management.

Ability to: In addition to the above, provide leadership and direction to a statewide education ~~program~~ programs; formulate policies; work effectively with ~~top executive management staff~~ in the Department of Education and other governmental agencies.

ADDITIONAL DESIRABLE QUALIFICATIONS

In appraising experience, preference will be given to demonstrated program leadership in the field of education, particularly in programs designed ~~toward improving~~ to improve academic achievement of K-12 students, and in implementing program requirements.

SPECIAL PERSONAL REQUIREMENTS

ALL LEVELS:

The following special personal ~~characteristics are~~ characteristic is required: ~~tact, resourcefulness, and~~ willingness to travel throughout the State.

CLASS HISTORY

<u>Class</u>	<u>C.E.A. Estab.</u>	<u>Date Estab.</u>	<u>Date Revised</u>	<u>Title Changed</u>
Education Programs Assistant	--	7/29/86		--
Education Programs Consultant	--	3/3/66	7/29/86	7/29/86
Education Administrator I	--	9/3/70	7/29/86	
Education Administrator II	--	9/3/80	7/29/86	--
Assistant Superintendent of Public Instruction for General Education, C.E.A.	3/7/73	3/7/73	7/29/86	
Associate Deputy Superintendent of Public Instruction, C.E.A.	3/7/73	3/7/73	7/29/86	

ALTERNATE RANGE CRITERIA 226

Range A. This range shall apply to incumbents who do not meet the criteria for payment in Range B.

Range B. This range shall apply to persons who have successfully completed either:

1. One year performing education duties of a class equivalent in level to an Education Programs Assistant, Range A+. or
2. Possession of both a valid California ~~administration~~ administrative services credential, or credential or life diploma of equivalent authorization. ~~(Possession of and a master's or doctorate degree may be substituted for the required credential.)~~

ccd/sks

CALIFORNIA STATE PERSONNEL BOARD

SPECIFICATION

FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION
Series Specification
(Established April 12, 1973)

SCOPE

This series specification describes ~~three~~ two classes engaged in providing local education agencies with school administrative program assistance and direction. Major program areas include the review and evaluation of school district reorganization plans, the planning, financing development, and approval of school building programs and the provision of management consultation services.

<u>Schem</u> <u>Code</u>	<u>Class</u> <u>Code</u>	<u>Class</u>
ER76	2589	Assistant Field Representative, School Administration
ER80	2573	Field Representative, School Administration (Specialist)
ER40	2590	Supervising Field Representative, School Administration

DEFINITION OF SERIES

Persons in these classes provide assistance and direction to school district officials, school district governing boards, county committees on school district organization, and architects on school administration programs such as school facilities planning and financing and school district reorganization practices and procedures; conduct school building and districting surveys and make reports and recommendations on suitable means of financing school construction and the reorganization of school districts; review, evaluate, and approve the revision of plans and specifications for proposed buildings to comply with the recommended standards of the Department; work with committees in the development, review, and evaluation of plans for school facilities; work with county committees on school district reorganization plans; address official and community groups on phases of school district organization and administration; prepare reports and present recommendations on school district reorganization proposals to the State Board of Education; review, analyze, and make recommendations for the solution of school administrative infrastructure problems in areas such as telecommunications, risk management, pupil transportation, purchasing and warehousing, facilities maintenance, and operation staffing; prepare handbooks, management bulletins, and advisories for LEA distribution concerning major administrative and legislative changes; review and analyze all pending legislation which impacts these program areas; supervise programs in accordance with State laws and State Board of Education rules and regulations; gather, review, and evaluate data on local needs for financial assistance and recommend the allocation of funds; and do other related work.

FACTORS AFFECTING POSITION ALLOCATION

The scope and level of responsibilities assigned, the complexity of work, the independence of action, the level and scope of assigned program and policy development and implementation, the impact of decision making on statewide programs, and the degree of ~~supervisory~~ and administrative responsibility. Persons in these classes do other related work.

DEFINITION OF LEVELS

ASSISTANT FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION

This is the entry and first journey level in this series. This class is used as a permanent allocation for lesser skilled functions or as a training level for the higher professional levels within the series. Under general supervision, incumbents provide program-related consultative services to local districts, review and make recommendations regarding school building plans and financing proposals, district reorganization issues, and program grant applications; interpret statutes, guidelines, and regulations; and review and make recommendations regarding LEA administrative procedures and problems. Incumbents may also work under the guidance of a Field Representative.

FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION (SPECIALIST)

This is the full journey level in this series. Under direction, incumbents are engaged in reviewing, planning, developing, administering, and evaluating the administrative programs and activities of local education agencies. Typically functioning within a program unit, Field Representatives may have responsibility for a work specialty area or a regional program. Positions in this class perform the more difficult, sensitive, and complex program formulation and assessment activities. Field Representatives may also provide leadership and training to incumbents in the entry and second-level classes in this series.

~~SUPERVISING FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION~~

~~This is the first full supervisory level in the series over a staff comprised predominately of professional staff at the Consultant and Assistant levels. Incumbents normally report to a higher level administrator. Under general direction, incumbents typically plan, organize, direct, and supervise the work of a program unit engaged in providing school administrative program assistance to local education agencies. Nonsupervisory positions may occasionally be allocated to~~

~~this class to perform high level administrative, coordinative, and consultative responsibilities for programs that are multiunit or multidivisional in scope. Incumbents functioning at this level typically report to a Division Director or higher level position.~~

MINIMUM QUALIFICATIONS

Credential Requirements

~~ALL~~ BOTH LEVELS:

Possession of a valid credential or permit authorizing public school service in California. (Applicants who do not meet the credential and/or permit requirements will be admitted to the examination but must meet the requirement before they will be considered eligible for appointment.)

(Possession of an earned Master's or Doctorate Degree or equivalent in Education, Public Administration, or related subject may be substituted for the required credential or permit at any level.)

ASSISTANT FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION

Possession of a valid teaching credential or credential of equivalent authorization.

FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION (SPECIALIST) ~~SUPERVISING FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION~~

Possession of a valid administration credential or credential or life diploma of equivalent authorization. (One year of experience in the California Department of Education performing the duties of a professional education class at a level equivalent to the class of Assistant Field Representative, School Administration, Range B, or higher may be substituted for the required credential. Experience used in this manner to meet the credential requirement must be in addition to that used to meet the general experience requirement.)

Experience Requirements

~~ALL~~ BOTH LEVELS:

1. Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other to meet the total experience requirement.

2. Experience in the California state service applied toward the open experience pattern must include the same number of years of qualifying experience as required in the promotional pattern performing the duties of a class with a level of responsibility equivalent to that described in the promotional experience pattern.

ASSISTANT FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION

Three years of professional experience in a public school system or State educational agency performing a major business or administrative function.

FILED REPRESENTATIVE, SCHOOL ADMINISTRATION (SPECIALIST)

Either I

One year of experience in the California state service performing field representative education duties at a level of responsibility equivalent to that obtained in the class of Assistant Field Representative, School Administration, Range B.

Or II

Three years of administrative or supervisory experience in one or a combination of the following:

1. A position with responsibility for two or more systemwide programs in a public school district, or one or more systemwide programs of the office of a county superintendent of schools, or one or more statewide or regional programs of a State educational agency. or
2. A position with responsibility for a major school facilities planning and construction or school redistricting program. or
3. A position responsible for preparing and presenting studies, proposals, reports, and other documents on behalf of public school districts in the areas of planning and constructing school facilities.

~~SUPERVISING FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION~~

~~Either I~~

~~One year of experience in the California state service performing field representative education duties at a level of responsibility equivalent to that obtained in the class of Field Representative, School Administration (Specialist).~~

~~Or II~~

~~Two years of experience in the California state service performing field representative education duties at a level of responsibility equivalent to that obtained in the class of Assistant Field Representative, School Administration, Range B.~~

Or III

~~Four or more years of administrative or supervisory experience in one or a combination of the following:~~

- ~~1. A position with responsibility for two or more systemwide programs in a public school district, or one or more systemwide programs of the office of a county superintendent of schools, or one or more statewide or regional programs of a State educational agency. or~~
- ~~2. A position with responsibility for school facilities planning and construction or school redistricting program. or~~
- ~~3. A position responsible for preparing and presenting studies, proposals, reports, and other documents on behalf of public school districts in the areas of planning and constructing school facilities.~~

KNOWLEDGE AND ABILITIESALL BOTH LEVELS:

Knowledge of: School administration practices; State laws governing public schools, school facilities, school sites, building plans, and financing of school sites and buildings; modern school planning standards, procedures, and practices for new construction and improvement of existing facilities; school district reorganization procedures; the role and responsibility of county committees and State Board of Education regarding school district organization; and legal criteria concerning reorganization, public hearings and election procedures, school district reorganization appeals process, school building programs, and statewide financial assistance programs to school districts.

Ability to: Research, organize, and interpret data regarding school facilities planning, reorganization of school districts, and the solution of administrative problems; communicate effectively; and establish and maintain cooperative relations with local, State, and Federal officials and agencies.

SUPERVISING FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION

~~Knowledge of: In addition to the above, a supervisor's responsibility for promoting equal opportunity in hiring and employee development and promotion, and for maintaining a work environment that is free of discrimination and harassment.~~

~~Ability to: In addition to the above, provide leadership and direction for a departmental program, work effectively with top administrative personnel in the Department and other agencies, and supervise subordinate staff; and effectively promote equal opportunity in employment and maintain a work environment that is free of discrimination and harassment.~~

SPECIAL PERSONAL CHARACTERISTIC~~ALL~~ BOTH LEVELS:

Willingness to travel throughout the State.

CLASS HISTORY

<u>Class</u>	<u>Date Established</u>	<u>Date Revised</u>	<u>Title Changed</u>
Assistant Field Representative, School Administration	4/12/73	1/20/99	1/20/99
Field Representative, School Administration (Specialist)	6/23/44	1/20/99	6/16/87
Supervising Field Representative, School Administration	4/12/73	1/20/99	—

ccd/sks